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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel improve skills to establish and maintain a job placement/referral program that satisfies the needs of their clients. It begins with a section that presents the module goal and a listing of the seven competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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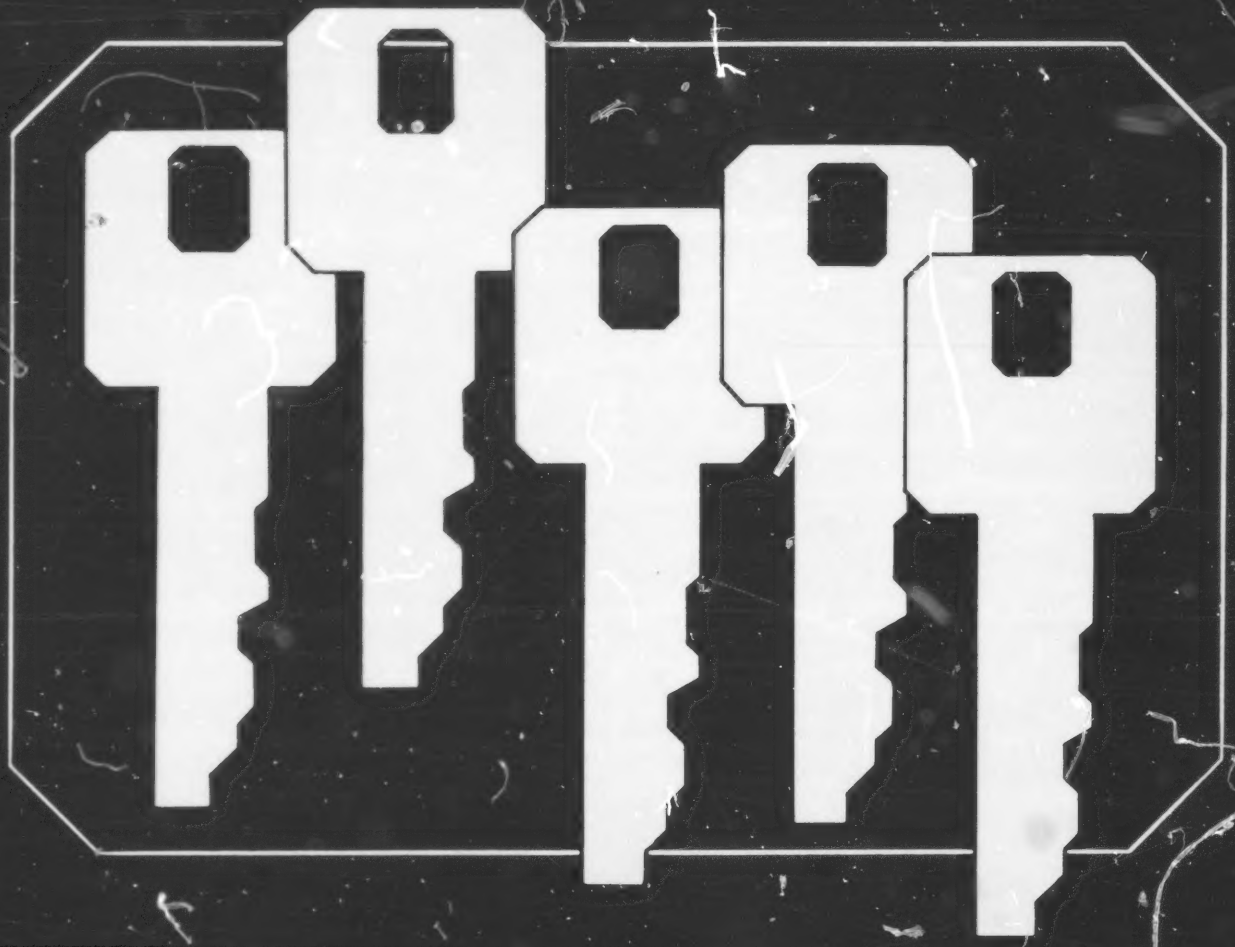
# Conduct Placement and Referral Program Activities



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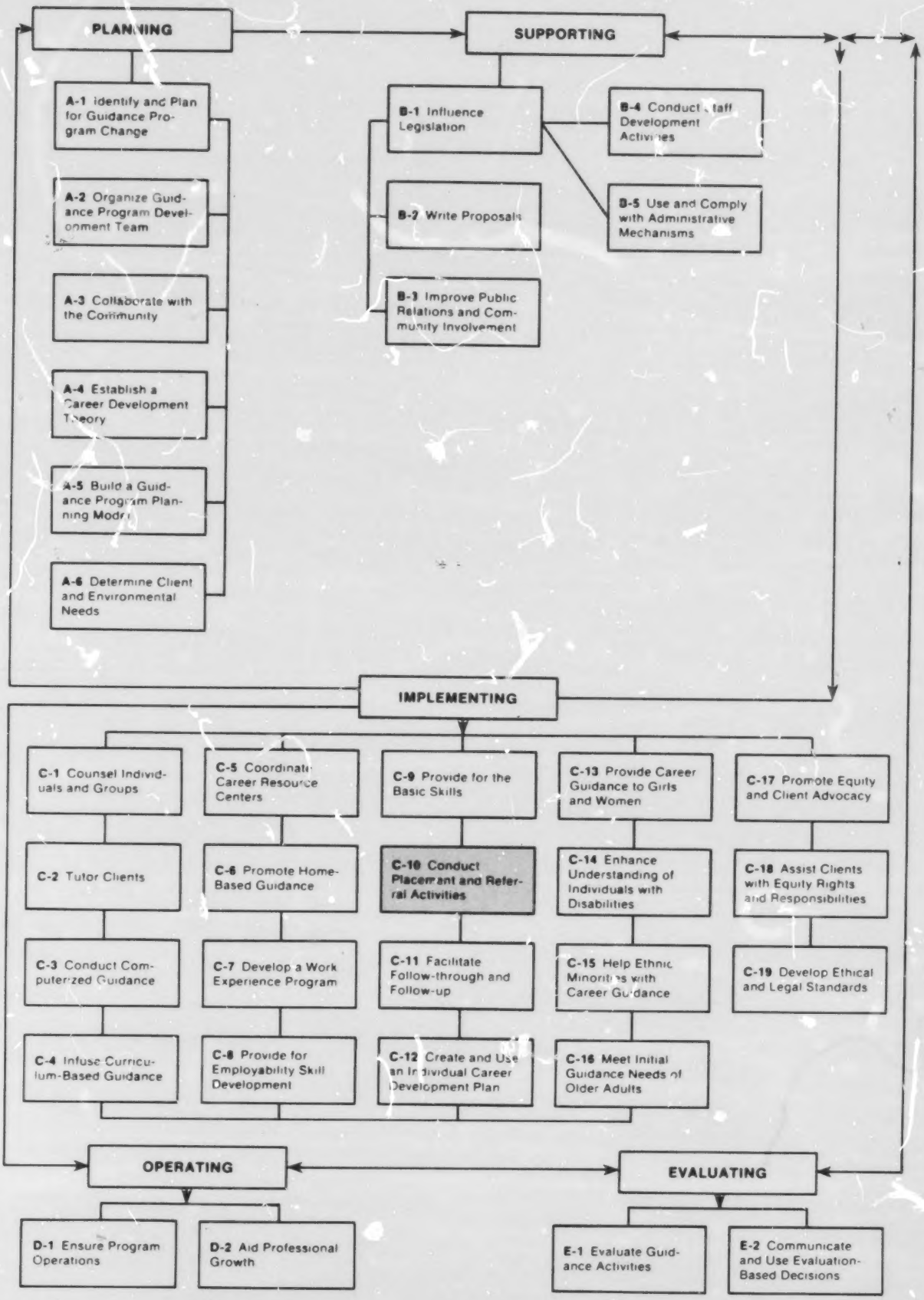
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EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

# Conduct Placement and Referral Program Activities

MODULE CG C-10

Module CG C-10 of Category C—Implementing
**Competency-Based Career Guidance Modules**

**by Bobbie Stenton** and **Jessie Teddlie** and **Linda Pfister**

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# FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource personnel should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions. over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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# ABOUT THIS MODULE

**CONDUCT PLACEMENT AND REFERRAL ACTIVITIES**

**Goal**
**After completing this module, career guidance personnel will have improved skills to establish and maintain a job placement/referral program which satisfies the needs of their clients.**


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# ABOUT USING THE CBCG MODULES

## CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

## Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

**Introduction.** The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

**About This Module.** This section presents the following information:

**Module Goal:** A statement of what one can accomplish by completing the module.

**Competencies:** A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

**Reading.** Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

**Learning Experiences.** The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies) and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

**Individual Activity:** This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

**Individual Feedback:** After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

**Group Activity:** This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

**Evaluation Techniques.** This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

**References.** All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

# INTRODUCTION

The work people do to earn a living provides them with a large part of their identities. Therefore, you as career guidance program personnel will be influential in the development of your clients in this important phase of decision-making.

With your help and that of others like you, clients can develop and build self-confidence and an ongoing success attitude. You and your agency--be it related to business, community, religion or education--can become a part of this needed movement by establishing a client-centered placement and referral program.

This module is designed to fill a void in many existing guidance programs, the lack of a defined system or guidelines for establishing an effective placement or referral program. An attempt is made to give insight and understanding into the many components needed to implement such a program. By developing the competencies and implementing the concepts you learn, you will be able to serve your clients as they leave your program.

The placement or referral service is **not** designed to operate as a **separate program** and stand alone; the entire population including the public, clients, program administrators and staff must contribute to the goals of the program if it is to succeed. Collaboration with the community is vital to the placement and referral program.

The process of establishing a placement and referral program requires concentrated planning after initial determinations have been made regarding the questions of (1) what is the purpose of the program and (2) what is the target population. When you have these answers and the approval of your administration, you will need to design a record-keeping system, select and in-service staff, and prepare an ongoing instructional and guidance program for your clients. Continuous monitoring and follow-up will ensure accountability and improve your program.

This module is designed to be used in conjunction with other training modules in the series dealing with implementing career guidance programs. Additional resources are cited which may also be of help to you, your staff, and your clients.

# Establishing the Need for Placement and Referral Services

**Competency 1**

**Develop a rationale for and express a commitment to the need for a placement and referral component in a career guidance program which would have a client oriented basis and to obtain administrative support for such activities.**

Throughout most of the nineteenth century, the major institution influencing youth's entry into the world of work was the family. The expectation existed that as soon as children were physically able, they would begin to work, not for themselves, but for the family. The children would continue to contribute to the economic support of the family until they established lives of their own.

The family's control over the occupational placement of youth was greatly diminished around the turn of the century. The Industrial Revolution, coupled with the professionalization of various occupations, crippled the family's ability to provide for the occupational training of youth. Various occupational groups, including lawyers, doctors, teachers and engineers, sought professional status and urged the replacement of apprenticeship by formal education as the vehicle for training within these professions. The occupational specialization brought about by the Industrial Revolution has accelerated such that contemporary families are severely limited in the skill training they can provide for their children.

Educational institutions have attempted to fill these voids. Consequently, this challenge to our schools has been continual. The Vocational Education Amendments of 1968 provided a basis for revolutionary changes in education. One of the more notable features of these Amendments was the impetus that was given job placement. This emphasis on providing **job placement services** for students of the public schools has offered **economic and occupational** hope for students who otherwise would not have these advantages.

Each placement and referral program should strive to meet the following objectives:

1. To provide placement and follow-up services for all clients commensurate with their interest, aptitude, needs, ability, and desires.

2. To provide preparation activities directed to all clients that will enable them to obtain, perform well within, and maintain employment.

3. To develop lines of communication with business and industry which will facilitate the successful entry of clients into the labor market.

Building a successful program requires gaining administrative support and backing. The following methods may be utilized for this purpose:

1. Develop a **rationale and commitment** for creating your program. Most agencies can do this by considering the socioeconomic factors, the target population needs and additional pertinent factual data for proof. There are a number of resources available for this information especially for educational agencies. However, this can be used for spin-off data for most other agencies. Accountability for effective placement can be found in all areas of the world of work.

2. Develop a suggested **personnel package** including staff size, staff competencies and job descriptions, and possible qualified personnel lists. In most placement and referral programs there is a need for a program director/coordinator, advisory groups, and supportive clerical personnel.

3. Develop a suggested **budget** for operation of the program with alternative and supplemental funding sources when possible. This should be a yearly budget for a minimum of three years and preferably five years. Include, when possible, all phases of budgeting such as program site costs, materials, salaries, and general operational costs.

Remember, you are preparing to gain administrative support. Be concise and clear in your efforts. Be informed in all areas so that you can support your recommendations.

The staff size of a placement and referral program depends largely on your agency. However, personnel needed would include the following:

1. Program administrator (possibly the agency administrator)
2. Placement and Referral Specialist/Coordinator
3. Site Coordinator (if more than one site is developed)
4. Community Resource Aide(s)
5. Program Secretary
6. Site Clerical Aide(s)

You may initially serve as placement and referral **coordinator** or you may be involved with the selection of such a person. The individual selected as a placement specialist should be familiar with the **working practices** of business and industry. A **flexible daily schedule** would be a necessity as evening or weekend activities might involve the placement specialist's time. The specialist would be expected to visit with clients on the job, make presentations to community groups, and to attend functions that occur when the agency is not normally open.

Specific areas of responsibility for the placement and referral coordinator are as follows:

1. Gathers data on clients
2. Coordinates pre-employment clinics for target populations
3. Collects information on local and national employment trends
4. Shares business-industry resources with interested personnel
5. Coordinates the development of special programs or opportunities for special clients (handicapped, women, etc.)
6. Participates in organization and represents special groups in business-industry
7. Coordinates, develops and maintains current data on employers, placements, business-industry contacts, and employment records on clients eligible for services
8. Assists in follow-up studies and evaluation of programs
9. Establishes and coordinates employment committees
10. Makes recommendations for the development of vocational training sites in cooperation with programs
11. Provides specific information on placements and referrals
12. Maintains other agency files for referral placements

# Identifying Resources

**Competency 2**

**Survey potential placement and referral resources in the organization and the community to determine employment, educational, and other placement opportunities for clients, and select the most beneficial resources.**

An initial step in establishing the placement and referral program, is identifying your resources. Since each community has businesses and industries unique to its economic development, your task will be to identify specifically the **people and agencies** who satisfy your needs. The following is a list of possible resources:

1. Community colleges
2. Regional occupational training center
3. State employment agency
4. Local employment agencies
5. Chamber of Commerce
6. JTPA agency
7. Service clubs (Lions, Rotary, Kiwanis)
8. Military recruiters
9. Unions
10. Joint apprenticeship council
11. Mental health association
12. Braille Institute
13. YMCA and YWCA
14. Senior citizens' agency or group
15. Industry-education council
16. Professional associations
17. Utility companies
18. National Alliance of Business
19. Women's centers

Remember to consult the yellow pages of the telephone directory, friends, and the new business person in the community who is eager to become involved.

After you identify resources, you need to **survey** them to determine the extent of the services each can provide to you and your clients. You will need information about--

1. part-time employment,
2. full-time employment,
3. current/future job market information and trends,
4. summer employment,
5. career observations,
6. free instructional materials,
7. career speakers,
8. health services,
9. educational opportunities,
10. current wage/hour regulations information,
11. supplemental funding,
12. personal counseling for special needs,
13. vocational training,
14. apprentice programs,
15. military opportunities,
16. vocational rehabilitation,
17. community awareness services,
18. handicapped placement,
19. bilingual translators, and
20. tutoring services.

This list of resource assistance is not exhaustive and particular needs should be added to your list before surveying the community.

The keys to success in the use of resources are (1) know precisely what you want from each resource you approach and (2) go to the top decision maker when asking for an organization's commitment.

One method of obtaining resource information is to conduct a **resources workshop** for program staff. The following outline gives enough information to plan a workshop for your program use.

**I. Objectives**

A. To identify, evaluate, and classify resources which may be used to enrich the clients' vocational experiences.

B. To become aware of the vocational opportunities open to clients and the kinds of preparation desirable for these vocations.

C. To interact with different groups in the community, and learn of the mutual interest existing in education, business and labor.

D. To plan and develop methods for using resources and workshop experiences to improve vocational orientation and placement for clients.

**II. Techniques of Evaluation of Objectives**

A. The stated objective of identifying, evaluating and classifying resources which may be used to enrich the client's vocational experience, will be achieved by action research in actual on-the-spot investigation of a minimum of twenty and a maximum of twenty-five businesses and industries.

Each business will be evaluated in terms of the following:

1. How well are vocational opportunities explained?
2. Is this a recommended visitation spot for clients?
3. Is this a recommended area for general knowledge?
4. Are resource people available from this business?

B. The objective, to become aware of the vocational opportunities open to clients and the kinds of preparation desirable for these vocations, will be accomplished by action research such as visiting the businesses and industries and talking with personnel (business and resource people).

An occupational survey of each business will be conducted by asking such questions as:

1. What type of entrance jobs are available?
2. What are the employment requirements?
3. What educational requirements are necessary?
4. What type of training is offered employees?
5. What is the earning scale?
6. What are the advancement possibilities?

C. The process of interacting with different groups in the community to learn of the mutual interest existing in education, business and labor will be accomplished by action research in traveling to businesses and industries in the community to tour facilities.

D. The objective, to plan and develop methods of using resource and workshop experiences to improve vocational orientation of clients will be accomplished by producing and distributing copies of agency information to all personnel participating in the agency.

Source: Adapted from National Association for Industry-Education Cooperation

## Determining Client Needs

**Competency 3** — **Collect, synthesize, and interpret appropriate assessment data to determine clients' needs for placement and referral.**

The next phase in planning a placement and referral program is to consider **who your clients will be** and **what assistance they will need**. When doing the initial planning for your program, you will have your target population in mind. However, at this point, you must consider them in more detail.

If your placement and referral program is secondary school based, your clients will be students in grades 9 through 12 and recent graduates (15-19 years old). If your program is postsecondary school based, your clients might be 19-45+ years old. Also, if your program is aimed at the community, your clients could range from beginning

employment age to retirement age. Then if your program is business based, your clients will span a range from entry level to retired.

You must consider your clients with **special needs** such as economically disadvantaged, handicapped, displaced homemakers, re-entry workers, or midlife career changers. Attention should be paid to be certain that your program includes all people.

Each of your clients will be somewhere in the education/employment cycle of (a) preparing for a job, (b) obtaining a job, (c) keeping a job, (d) changing jobs or (e) leaving a job. Your task will be to **collect data** about your clients that will provide a basis for more indepth placement/referral studies. Not only will the data be valuable to you, but also they will provide clients an opportunity for self-appraisal of their goals, interests and aptitudes.

When gathering client information in the area of self-awareness you can use a number of commercially produced tests of aptitude, interest and personality tests or you can design simple data sheets.

**A. Self-Awareness Information**

1. Abilities
   - a) Academic
   - b) Mechanical
   - c) Social
   - d) Clerical
   - e) Musical
   - f) Artistic
   - g) Physical
2. Interests

After the self-awareness data have been considered, you may want to gather information about your clients' job-seeking skills. Information for this area could include the following:

**B. Job-Seeking Skills**

1. Educational background
2. Specific saleable skill development
3. Past work history
4. Personal goals
5. Strengths/weaknesses
6. Career interest areas
7. Job-seeking skills

**C. Keeping a Job**

1. Current satisfaction with the job
2. Desire for advancement or transfer
3. Possibility for advancement or transfer
4. Personal goals
5. Additional education needed or desired

**D. Leaving a Job**

1. Reason for wanting to leave current job
2. Personal goals
3. Skills gained on the current job
4. Career interest areas
5. Responsibilities or accomplishments on current job
6. Communication skills
7. Job-seeking skills
8. Additional training or educational plans

Data collection items include "skill check" activities such as completion of a resume, a sample application, and/or practice interviews. Also, case studies and activities related to "how to get along with coworkers" could be used.

# Enhancing Clients' Self-Placement Strategies

**Competency 4**

**Develop strategies to enhance clients' self-placement competencies, such as ongoing development and maintenance of personal experience and credential file.**

Responsibility for successful placement of your clients is not yours alone. Clients are to leave your agency as fully functioning individuals, they should not be solely dependent on your agency for placement.

Some job placement experts believe that **clients** can, and should, take total charge of **their job searches**. One of the more famous proponents, Richard Bolles, suggests innovative ways to make job changes. In his book, *What Color Is Your Parachute*, he places the onus of responsibility for making job changes on the individual wishing to make the change. This requires clients to objectively assess their strengths and weaknesses and to develop the necessary self-confidence to make change a reality for themselves.

Self-confidence comes when your clients have the necessary tools to direct themselves in the achievement of their personal goals. In *An Individualized Approach to Career Counseling and Career Placement*, Hartz and Kosmo outline competencies that clients need in order to be **self-sufficient in placement**.

1. Can articulate **achievable career goals** and relate these goals to other life role goals
2. Can describe or demonstrate effective **procedures for acquiring the information** and skills needed to develop career plans
3. Can assess the **marketability of their skills** as they relate to a variety of occupations
4. Can demonstrate effective **placement-securing and placement-maintaining skills**
5. Has the skills necessary to **self-evaluate progress** in the achievement of career goals.

To provide your clients with the necessary tools requires working with them both individually and in groups.

Some of your clients may have only a slight need for placement and referral assistance while others may require intensive workshop experience. A workshop program has to fit into your facility, personnel, budget and time constraints. How often should workshops be conducted? By whom? What topics? What time of day? Should they be repeated? These questions you and your staff must answer.

Every job-seeking client must have perfected skills in completing job-related forms. New or returning clients may need training on communicating the reasons for leaving, asking for letters of recommendation, positive self image, goal setting and refresher sessions on resume writing. Additional workshops on such topics as attitude and family or personal adjustments are an important consideration. You should use your community resources as advisors for your staff and contributors in your workshops. Seek the best presenters, publicize your activity, develop a receptive audience and your placement and referral workshops will be successful.

## Sensing Clients' Referral Needs

**Competency 5**

**Apply appropriate methods to sensitize staff, clients, and clients' family members to behaviors that indicate possible need for referral to another individual or agency.**

Personal contacts with clients and family members can provide information on clients' needs and goals. These contacts also may lead to additional guidance and counseling needs for clients and family members. These needs can be handled in the client workshops mentioned earlier. However, family conferences, information brochures, and referrals to other individuals and agencies may also be needed. This referral or further training and sensitizing requires that the placement and referral staff be adequately trained in guidance and counseling methods and techniques for dealing with individual problems found in our society.

Staff support for and participation in your placement and referral program will be effective if they have some viable advisory or decision-making role. Communications with the staff and interested or affected personnel about initial plans and goals for your program and its activities will bring refinement suggestions from them, as well as develop areas for staff inservice. Areas for possible staff inservice include--

1. alcohol abuse.
2. drug abuse.
3. child abuse.
4. family counseling.
5. group counseling techniques.
6. test administration and interpretation.
7. local agency assistance.
8. interview techniques.
9. effective communication techniques.
10. understanding the employment cycle.
11. rehabilitation.
12. labor laws.
13. individual goal formulation.
14. time management.
15. leadership styles.

You and your staff, depending upon your agency, can develop an **ongoing program** for the agency and clients when areas of need are developed. The staff inservice program does not have to be self-contained nor include all members of the staff in every inservice program. Just as you are preparing to meet clients' needs individually, a staff member may have a specific inservice need not requested by anyone else. In this case, you could take advantage of professional associations' inservice activities or those conducted by other agencies.

If you and your staff are prepared to identify a problem and suggest remediation for a client, you will be able to assist a willing client and the family of the client who are concerned about the client. The staff preparation might best be handled by an ongoing inservice program.

# Designing the Record-Keeping System

**Competency 6** — **Design an up-to-date record-keeping system that contains information on clients' needs, interests, experiences, and abilities.**

Effective record-keeping methods will be essential to the success of your placement and referral program. The clerical staff probably will have the major responsibility for keeping the records accurate and for providing the initial information on aid to clients. Record keeping methods are simple and you can develop them. Also, there are commercial materials developed for your use. You and your staff must understand and be equipped for basic office procedures to easily access the information you will use.

In designing your forms, keep in mind the kinds of data you will want for periodic reports to administrators or the community. Be sure your forms allow you to gather those kinds of data easily.

The forms can be divided into two categories, resource forms and client forms. Include in your basic set of **resource forms** the following:

1. **Introduction letter** should be used each time you learn of a new resource that needs to be informed of your program. This method will encourage participation.

2. **Survey** should be included with the introduction letter and is to be returned by the resource indicating kinds of participation available to your program from this resource.

3. **Resource registration** synthesizes survey information on file cards. Files should be organized by the kinds of services provided by the resources, e.g., summer employment, part-time employment, guest speaker, and so forth, with cross reference to a master card so the frequency of contact and participation for that resource can be tallied.

4. **Job order form(s)** should be used when a prospective employer calls your office with a job opportunity. Two identical forms are suggested. One to quickly take the information over the telephone. The other a hard copy for your job file with space to note who was referred to that job.

5. **Thank you note** is written and sent to anyone who has participated in or supported your program.

Your basic set of **client forms** should include:

1. **Registration card** which each client who wants one or more of the program's services completes. The copy for your files can be cross referenced so a client could be notified when specific "wants" (guest speaker presentation, job desired, etc.) can be met.

2. **Job teaser card** is posted on an "Available Jobs" board without company name, address, telephone, or any other specific information. The client is forced to come into your office for specifics and you begin your counseling.

3. **Notification card** is used to inform a client that a desired opportunity is available through your program.

4. **Referral card** is given to the client as an introduction to a prospective employer or agency. The card should be in postcard form so you will have feedback from the referral.

5. **Resume** is prepared individually by each client, with instruction and guidance, prior to being referred on an employment interview and taken by the client to the interview.

In addition to the resource and client forms which you will use frequently, a yearly **follow-up and evaluation form** should be prepared and mailed to each client. The results of the evaluation will help you validate your strengths and identify areas of needed improvement for your program.

# Monitoring Progress

**Competency 7**

**Establish and maintain a close working relationship with each placement and referral resource to monitor clients' progress and to assess the effectiveness of the resource.**

The **monitoring process** of former and present clients should be conducted as a part of the comprehensive placement and referral program and should have two objectives:

1. To evaluate and improve the placement and referral program.

2. To assist in evaluation of training programs and institutional services.

An essential ingredient of the placement service, the on-the-job follow-up or monitoring of the clients placed, involves consistent **day-to-day checks**. All opportunities made available through the placement service should be kept current by phone or mail verification with employer, checking posted opportunities, and checking the outcome of referrals. Both clients and employers provide sources of information on the outcome of referrals, through a combination of phone, mail, and personal contacts.

There is a responsibility to obtain **feedback from all former clients** of the placement personnel. Here are some points to consider when monitoring former clients:

1. **Present employment status:** It is important to know what percentage of clients enter the labor force, enter additional training programs, or engage in other career options. To attach real meaning in terms of career development to the usual categories, it should be determined whether or not the reported status is consistent with clients' career plans.

2. **Satisfaction with current status:** Analysis of monitoring responses in light of whether or not the respondent is doing what the client wants can result in placement evaluation based on clients' needs rather than needs of the placement and referral agency.

3. **Utilization of formal placement services:** Questions about understanding and use of various career assistance and placement services may provide useful feedback for improvement of outreach efforts and specific activities or training.

4. **Identification of needed placement:** Identification of those clients having difficulty on present jobs can be found in this type of questioning.

5. **Most useful source in gaining present position:** The percentage of clients reporting the placement office or training provided by you as the most helpful in gaining entry to a placement opportunity should be closely related to the development of the placement program.

The monitoring of former clients can also afford an opportunity to gather data that may be beneficial to current clients in planning their careers. These data might include--

1. salary information for occupations;

2. entry job titles and duties related to the training provided;

3. factors contributing to successful placement--work experience, workshops for training, etc.;

4. satisfying and dissatisfying factors associated with career situations;

5. difficulties in job adjustment.

Employers of your clients should be contacted to expand the dimensions of evaluation efforts. Suggestions for employer input include the following.

1. Employee preparation for employment may be assessed by asking the employer--

   a. to rate employee preparation for various aspects common to most jobs, and

   b. to cite specific strengths or weaknesses in employee's training.

2. Relevance of training to employment should be considered in analyzing employer feedback. Inferences might be drawn by asking--

   a. advancement rate and level of job entry for clients compared to others,

   b. suitability to employee for position held, and

   c. feasibility of hiring similarly-trained persons for same job in the future.

3. Feedback for training and workshop program improvement may be directly solicited by asking employers to--

   a. list personal qualities or skills considered important for entry-level workers, and

   b. make suggestions for program improvement.

The basic purpose in conducting these monitoring activities is to obtain information for program improvement and expansion. The actual content and format used by an agency in developing their monitoring programs will vary widely according to agency needs.

Decisions regarding data needed, population to be studied, time frame, and procedures to be followed should be based on knowledge of total utilization expected within a specific agency.

Successful studies of clients have taken a variety of forms. The most frequent time frame involves reaching clients during the first year after leaving the program. Methods for conducting these studies include -

1. personal interview,
2. mail survey,
3. telephone survey, and
4. combination of these approaches to ensure maximum response.

Some suggestions which have been found to increase response rate for many studies include:

1. advise clients and staff during year of the anticipated study;
2. send a pre-survey letter or card prior to the first study;
3. enclose a stamped rather than a metered reply envelope;
4. send an advance notice to the employee in an employer study to explain that the employer will receive the questionnaire for program evaluation, not personal evaluation; and
5. direct the employer survey to the client's immediate supervisor or ask the company to do so.

This monitoring and communication phase of your placement and referral program could be your best **public relations tool**. Monitoring and follow-up forms should be utilized effectively and should provide a valuable tool not only to your client, but to you and your agency in dealing with future clients and employers.

# Learning Experience 1

## Establishing the Need for Placement and Referral Services

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Develop a rationale for and express a commitment to including a client placement and referral component in a career guidance program, and obtain administrative support for such activities. |
| **READING** | Read Competency 1 on page 7. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Outline the tasks and responsibilities of placement and referral program personnel. |
| **INDIVIDUAL ACTIVITY** | Write a job description for a placement and referral coordinator's position. |
| **INDIVIDUAL FEEDBACK** | Compare your job description with the listing of responsibilities in the reading. |
| **GROUP LEARNING OBJECTIVE** | Describe processes for obtaining administrative support for a placement and referral program component. |
| **GROUP ACTIVITY** | Brainstorm and present ways to obtain administrative support for a placement and referral effort. |

## INDIVIDUAL ACTIVITY

**Write a job description for a placement and referral coordinator's position.**

In the process of gaining administrative support for the establishment of a placement and referral component to your career guidance program, you have been asked to justify the addition of one position to your staff. Develop a job description--appropriate to your agency--that you would use to justify hiring a placement and referral coordinator. Read Competency 1 on page 7 prior to writing the job description.

## INDIVIDUAL FEEDBACK

**Compare your job description with the listing presented in the reading.**

The reading lists twelve specific responsibilities of a placement and referral coordinator. Are all of them applicable to your agency? Would you add any additional responsibilities?

## GROUP ACTIVITY

**Brainstorm and present ways to obtain administrative support for a placement and referral effort.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain that the purpose of this activity is to generate ideas to support the need for placement and referral services. | |
| 2. Explain that the participants will be working in groups: one group will assume roles of members of an administrative board; the other groups will be advocates for placement and referral services. | The administrative board will judge the ideas of the other groups. |
| B. Process | |
| 1. Ask participants to break into groups of three to four people each. Have one group volunteer to be the administrative board. | |
| 2. Have groups brainstorm all possible reasons for establishing placement and referral services. Refer them to Competency 1 on page 7. | Allow ten minutes for the activity. |
| 3. Have groups synthesize their suggestions and prepare to present to the administrative board. | Have administrative board panel establish criteria they will use in judging. |

| Facilitator's Outline | Notes |
|---|---|
| 4. Have each group present their ideas, after which the administrative board will provide feedback. | |
| 5. Reassemble as a total group and invite reactions from the total group as to their learnings from the activity. | Discuss factors that the administrative board reacted to, e.g., which was more valuable: presentation style or content? |

# Learning Experience 2

## Identifying Resources

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Survey potential placement and referral resources in the organization and the community to determine employment, educational, and other placement opportunities for clients and select the most beneficial resources. |
| **READING** | Read Competency 2 on page 9. |
| **INDIVIDUAL LEARNING OBJECTIVE** | List possible resource persons and agencies for your placement and referral effort. |
| **INDIVIDUAL ACTIVITY** | Develop a list of possible resource agencies in your community. |
| **INDIVIDUAL FEEDBACK** | Compare your ideas with those listed in the reading as well as the notes provided. |
| **GROUP LEARNING OBJECTIVE** | Conduct information interviews with potential resources. |
| **GROUP ACTIVITY** | Role play interview situations with other participants. |

**INDIVIDUAL ACTIVITY**

**Develop a list of possible resource agencies in your community.**

Congratulations! You have just received approval to add a placement and referral component to your career guidance program. Your first task is to identify agencies within your community who you will contact as potential resource agencies. Using the following listing as a guide, name specific agencies (by name). Also, add names of other business and industry resources that you would approach. Then analyze your list and note the type of information you would request from each. Refer to the reading for Competency 2 on page 9.

## Resources Worksheet

**Type of information needed**

Community colleges

_____

_____

Regional occupational training center

_____

State employment agency

_____

Local employment agencies

_____

_____

Chamber of commerce

JTPA agency

_____

Service clubs

_____

_____

_____

| | Type of information needed |
|---|---|
| Military recruiters | |
| | |
| | |
| | |
| Unions | |
| | |
| | |
| | |
| Joint apprenticeship council | |
| | |
| Mental health association | |
| | |
| Braille institute | |
| | |
| YMCA and YWCA | |
| | |
| | |
| Senior citizens' agency or group | |
| | |
| Industry-education council | |
| | |
| Professional associations | |
| | |
| | |
| Utility companies | |
| | |
| | |

| | Type of information needed |
|---|---|
| National Alliance of Business | |
| Women's centers | |
| | |
| Others | |
| | |
| | |
| | |
| | |

## INDIVIDUAL FEEDBACK

**Compare your ideas with those listed in the reading as well as [illegible] provided.**

As you begin inventorying your community, be sure that you look for a diversity of types of agencies. Each of your clients will have a different set of needs, and your program should be designed to serve them. The following "Placement Plan" may be of help to you as it provides a format from which you can work.

### Placement Plan

Placement Goals: _____

_____

_____

_____

_____

_____

| Services or Activities | Person or Agency Responsible for Providing Service Activity |
|---|---|

(Example of activities on the following page.)

# Placement Plan

Examples of Activities:

A. Further help in selecting areas of career interest.

1. Referral to agency counselor.
2. Enrollment in occupational information course.
3. Interviews with others in area of career interest.
4. Participation in career club or community organization.

B. Further training in area of career interest.

1. Enrollment in courses related to career interest.
2. On-the-job training or work experience.
3. Volunteer experience in area of career interest.
4. Referral to agency (e.g., DVR, JTPA) which can provide desired training.
5. Information regarding G.E.D. program.

C. Informational activities.

1. "Shadowing" program.
2. Interviews with others pursuing desired activities.
3. Referral to written materials.
4. Involvement in career club.
5. Attendance at career seminars.

D. Placement assistance

1. Locating sources of placement opportunities.
2. Referral to another agency or individual.
3. Improvement in job-seeking or maintaining skills. (Specifically: _____)
4. Locating sources of financial support.
5. Transportation assistance.
6. Relocation assistance.

## GROUP ACTIVITY

**Role play interview situations with other participants.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A Starting Point | |
| 1 Explain to participants that the purpose of this activity is to prepare them to more effectively interview resource persons. | |
| 2 Indicate to participants that they will be working in groups of three for this activity. | |
| B Process | |
| 1 Divide participants into groups of three. | |
| 2 Have participants review the reading for Competency 2 on page 9. | |
| 3 Have each group assign themselves the roles of interviewer, interviewee, and observer. | To save time, you may wish to assign them as A, B, and C. You can then assign the roles. |
| 4 Ask the participants to assume they are in an interview situation where a new placement coordinator is interviewing a potential resource person. | The observer will give feedback to the other two. |
| 5 Inform participants that everyone will have an opportunity to play each role. | |
| 6 Begin Round 1. | Each round should last five minutes. |
| 7 Have observers provide feedback to the other two people in their groups. | Suggest that observers note the usefulness of the questions. Did the interviewer get a commitment of support from the interviewee? |
| 8 Have participants change roles and begin Round 2. Then change for Round 3. | |
| 9 Assemble total group and invite participants to share their learnings. | |

# NOTES

# Learning Experience 3

## Determining Client Needs

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Collect, synthesize, and interpret appropriate assessment data to determine clients' needs for placement and referral. |
| **READING** | Read Competency 3 on page 10. |
| **INDIVIDUAL LEARNING OBJECTIVE** | List questions which you would use in a client needs assessment instrument. |
| **INDIVIDUAL ACTIVITY** | Develop questions for a placement and referral needs assessment survey. |
| **INDIVIDUAL FEEDBACK** | Compare your questions with the form provided. |
| **GROUP LEARNING OBJECTIVE** | Identify specific questions to ask clients in order to obtain more information about their needs. |
| **GROUP ACTIVITY** | React to and discuss a series of client placement problems. |

**INDIVIDUAL ACTIVITY**

**Develop questions for placement and referral needs assessment instrument.**

After reading Competency 3 on page 10 note specific information that you know about your client group as a whole--e.g., age range, special needs. What other information do you need to effectively provide placement and referral services to your clients? Develop standard questions that you could use with all clients.

## INDIVIDUAL FEEDBACK

**Compare your questions with the form provided.**

Compare your questions with those listed in the Placement Needs Survey. Do your questions include the content listed on it? Did you omit any major question? Did you include other questions that are not listed on the form--but should be?

# Placement Needs Survey

As you begin to make decisions for your future, agency staff would like to help you get the information you might need to make these decisions. Please fill out the following questionnaire so that we can assist you.

**Part I**

1. I would like more information on job opportunities in the following occupations:

   First choice _____

   Second choice _____

   Third choice _____

2. I would like more information on training programs in the following areas:

   First choice _____

   Second choice _____

   Third choice _____

3. I would like more information about the following branch(es) of the military:

   _____

4. I would like more information about volunteer programs in the following areas:

   _____

5. I would like more information about the following colleges or universities:

   A) _____

   B) _____

   C) _____

Adopted from *Transitional Placement in the Rural School: Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools* (Kosmo and Hartz, 1976).

**Part II**

Which of the following areas would you like to receive more training in:

| | Yes | Maybe | Not really interested |
|---|---|---|---|
| Completing application blanks | | | |
| Finding job leads | | | |
| Interviewing | | | |
| Calling employers for an appointment | | | |
| Selecting a school or training program | | | |
| Completing the G.E.D. (high school equivalency) | | | |
| Writing resumes | | | |
| Living in the city | | | |
| Managing money | | | |
| Setting up a small business | | | |
| Getting along on a job | | | |
| Better study habits | | | |
| Employee rights | | | |
| Equal opportunity hiring practices | | | |

Other: _____

_____

## GROUP ACTIVITY

**React to and discuss a series of client placement problems.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain to participants that the purpose of this activity is to assist them in improving their communication skills to better assess client needs. | |
| 2. Indicate to participants that they will be working in small groups and discussing brief client placement problems. | |
| 3. Have participants review the reading for Competency 3 on page 10. | |
| B. Process | |
| 1. Distribute copies of Case Studies. Ask each participant to read the materials and write down additional questions that need to be asked before any counseling can be provided. | |
| 2. Have participants work in groups of three to four members to compare the types of questions they propose to ask. | Sit in for a few minutes with each group. Note whether or not they have "ready solutions" for the problems. |
| 3. Have participants, within the small groups, discuss how their values affect the services they provide, e.g., would they ever advise a client to stay on welfare. | |
| 4. Reassemble as a total group and invite participants to share learnings. | |

# NOTES

# Case Studies

You should read the following cases and select two cases on which to work. List the steps and actions you would take to assist these clients.

Case Study 1: Janice C. works for a local department store on a part-time basis and enjoys her job. The management has informed her that she is being considered for a full-time position. However, Janice had planned to go to college before the offer was made. She is now having difficulty deciding which she would prefer to do.

Case Study 2: Jane M. is an unwed mother of three who has never worked and is supported only by welfare monies. Her high school grades were high although she did not graduate. Jane is looking for work that will pay her a salary that is more than she currently receives from welfare.

Case Study 3: Mary L. has epilepsy and has never worked outside the home. She was an honor student in school with a major interest in homemaking. Her only relative is her husband who has recently suffered a severe heart attack. Mary needs to get a full-time job immediately.

Case Study 4: Sandy W. worked as an engineer's assistant while studying drafting in high school. A strong scholastic record made it possible for Sandy to enter a local school of engineering but upon graduation, Sandy could not find a job. She had several interviews and felt that each time the employer was interested until the interview was completed, and then lost interest. She does not know why.

# NOTES

# Learning Experience 4

## Enhancing Clients' Self-Placement Strategies

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Develop strategies to enhance clients' self-placement competencies, such as ongoing development and maintenance of personal experience and credential file. |
| **READING** | Read Competency 4 on page 12. |
| **INDIVIDUAL LEARNING OBJECTIVE** | Outline possible workshop content areas for the ongoing development and training of your clients. |
| **INDIVIDUAL ACTIVITY** | Outline possible workshop content areas courses for your clients. |
| **INDIVIDUAL FEEDBACK** | Compare your answers to suggested topic areas. |
| **GROUP LEARNING OBJECTIVE** | List job tasks of placement and referral coordinators that could be self-placement competencies of your clients. |
| **GROUP ACTIVITY** | Analyze traditional placement and referral coordinator job duties to determine which might be more appropriately performed by clients themselves. |

**INDIVIDUAL ACTIVITY**

**Outline possible workshop content areas for your clients.**

Review the reading for Competency 4 on page 12. Then make a listing of five general topics for workshops that you would suggest for your clients to aid them in being more self-sufficient. Within each topic list possible areas that would be discussed. Remember, you need to be concerned about your clients' personal as well as professional development.

## INDIVIDUAL FEEDBACK

Compare your answers to suggested topic areas.

Possible Workshop Topics

**I. Who Are You?**

A. Understanding your family and you
B. Understanding your interests, aptitudes, and abilities
C. How knowing you can help

**II. World of Work**

A. What is work?
B. Why people work?
C. What are jobs?
D. What work can do for you?

**III. Your Future**

A. Your lifestyle and your work
B. Human needs
C. Personality types

**IV. Part-time Work**

A. What your part-time work can do
B. Clusters of work

**V. Job Seeking Skills**

A. Help-wanted ads
B. State and private employment agencies
C. Applications
D. Interviews
E. Letters of application
F. Resumes

**VI. Keeping A Job**

A. Employer expectations
B. Employee expectations
C. Getting along with others
D. How to get ahead
E. Unions

**VII. Money**

A. Salary
B. Fringe benefits
C. Tax forms
D. Social security
E. Budgets

**VIII. Living Needs**

A. How to find a home or apartment
B. How to furnish your home
C. Bargains vs. quality

**IX. Education--What is Available?**

A. Apprenticeship programs
B. Community college
C. College or university
D. Continuing education

**GROUP ACTIVITY**

**Analyze traditional placement and referral coordinator job duties to determine which might be more appropriately performed by clients themselves.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain to participants that placement and referral professionals often perform duties for clients that the clients could do themselves. | |
| 2. Indicate that this activity will focus on helping clients become more independent. | |
| 3. Have participants review the reading for Competency 4 on page 12. | |
| B. Process | |
| 1. Have the participants list all possible job tasks performed by placement and referral personnel. | Place responses on newsprint or chalkboard. |
| 2. Have each participant note the tasks that could be performed by clients. | |
| 3. Have individuals pair up to discuss their lists, noting areas of disagreement. | |

| Facilitator's Outline | Notes |
|---|---|
| 4. Reassemble as a total group and compare discussions.<br><br>5. Summarize discussions. Reinforce that the activity was designed to show ways of making clients independent, not to eliminate the placement and referral function. | Challenge participants to find ways that clients could perform all tasks. |

# NOTES

# Learning Experience 5

## Sensing Clients' Referral Needs

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Apply appropriate methods to sensitize staff, clients, and clients' family members to behaviors that indicate possible need for referral to another individual or agency. |
| **READING** | Read Competency 5 on page 13. |
| **INDIVIDUAL LEARNING OBJECTIVE** | List types of services in which your agency needs assistance and name potential individuals and agencies that could provide assistance. |
| **INDIVIDUAL ACTIVITY** | Generate a list of individuals and/or agencies that currently assist your agency as well as a list of potential referral agents. |
| **INDIVIDUAL FEEDBACK** | Compare your responses to the reading as well as other comments that are presented. |
| **GROUP LEARNING OBJECTIVE** | Survey your staff regarding their professional needs in serving as referral resources. |
| **GROUP ACTIVITY** | Develop a needs assessment instrument to determine your agency's staff development needs. |

## INDIVIDUAL ACTIVITY

**Generate a list of individuals and/or agencies that currently assist your agency as well as a list of additional potential referral agents.**

After completing the reading for Competency 5 list as many people and/or agencies as you can that currently serve in referral capacities for your agency. Note beside the name the types of client problems that require you to seek outside assistance. Check to see if there is any pattern to your listing of needs. Next, look over the listing of problem areas and list additional areas in which your agency could use assistance. For each of these areas, list an individual or agency that could be of assistance.

## INDIVIDUAL FEEDBACK

**Compare your responses to the reading as well as other comments that are presented.**

As you analyze possible gaps in your current referral services, look at the listing of possible inservice topics in the reading for Competency 5. Are these areas that your staff needs training in or that your agency has or needs external assistance in? As you identify additional needs, make an effort to identify potential referral agencies that you are not currently working with. Use this activity as a brainstorming experience to broaden your agency's network.

## GROUP ACTIVITY

**Develop a needs assessment instrument to determine your agency's staff development needs.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain that the purpose of this activity is to provide participants with a tool to assist them in more effectively determining the training needs of their staffs. | Mention that referral agencies should be used to supplement staff expertise, not replace it. |
| 2. Indicate that participants will be working in small groups to develop questions. | |
| 3. Have participants review the reading for Competency 5 on page 13. | |
| B. Process | |
| 1. Have participants divide into groups of four to five members each. | |
| 2. Ask each group to brainstorm areas in which they require referral services for their clients. | |
| 3. Have each group discuss the reasons for using outside agencies. Encourage them to note when the reason is that "necessary skills are not present within staff." | Stress that a strong referral network is very important--but it should be used selectively. |

| Facilitator's Outline | Notes |
|---|---|
| 4. Have each group synthesize their discussion and develop a simple instrument by which they could ascertain training needs of their staff. | |
| 5. Convene the entire group, inviting them to share their needs assessment instruments with others in the group. | Note the format used a well as the content. Is it easy to complete? Will it provide usable information? |

# Learning Experience 6

## Designing the Record-Keeping System

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Design an up-to-date record-keeping system that contains information on clients' needs, interests, experiences, and abilities. |
| **READING** | Read Competency 6 on page 14. |
| **INDIVIDUAL LEARNING OBJECTIVE** | List the types of information that you need to gather from clients for your record-keeping system. |
| **INDIVIDUAL ACTIVITY** | Develop a sample client registration form. |
| **INDIVIDUAL FEEDBACK** | Compare your work to a sample form that is provided. |
| **GROUP LEARNING OBJECTIVE** | List the various types of forms needed for your record-keeping system and explain the rationale for each. |
| **GROUP ACTIVITY** | Outline the types of information required for an ideal record-keeping system. |

## INDIVIDUAL ACTIVITY

**Develop a sample client registration form.**

As was noted in the reading for Competency 6 on page 14, it is essential to have on file information about each of your clients in order to do an effective job placement and referral. In this activity, you are to design a client registration form--that is, a form that requests personal planning information that you need about each client. As you begin, think of this form as containing the **only** information besides a resume that you have about your client.

## INDIVIDUAL FEEDBACK

**Compare your form to the sample that is provided.**

The sample client registration form provided asks for information about both the client's employment and occupational plans. Compare your form with it to ensure that you have not omitted anything. You may want to gather additional information. That's certainly your prerogative; however, be careful not to make the form so long that it is bulky for your client to complete or for you and your staff to use.

# Career Plans Survey

Name _____

Answer **all** the sections that apply to activities you plan to pursue.

**A. _____ I plan to get a (part-time, summer, or full-time job.** (Circle one)

a. Type of job looking for: _____

b. What training or experience do you have for this job?

_____

c. Have you ever talked to anyone else who has done this type of work?

yes or no

d. Are you willing to look for work outside the community?

yes or no Any special place? _____

e. What type of transportation will you be able to use to get to work?

_____

f. Do you know some people who might hire you to do this job?

yes or no

g. What do you think your chances are of getting the job you want?

very good pretty good maybe not so good

h. Other jobs you'd consider doing? _____

_____

i. Check all of the following which might be problems for you in trying to find work--

___ knowing what I like to do and can do

___ knowing where to look for work

___ adjusting to city life

___ filling out application blanks

___ interviewing for the job

___ other: _____

___ poor school record

___ transportation

___ appearance

___ lack of experience

___ parents' attitudes

**B. ___ I plan to continue my education or training:**

___ a. At a four-year college (name)

___ b. At a two-year college (name)

___ c. At a vocational or technical school (name)

___ d. Other (name)

1. How sure are you about this decision concerning education or training?

   very sure  pretty sure  not very sure

2. Have you sent in your application yet? yes or no

3. Have you been accepted? yes or no

4. Do you think you'll need some financial help? yes maybe no

5. Have you applied for any financial help? yes or no

6. Do you plan to work while going to school? yes or no

7. Have you talked to anyone else who has gone to school there? yes or no

8. What type of career do you plan to enter after you complete your college or technical program?

   _____

9. Check all of the following which might be problems for you in going on to school--

___ meeting my expenses

___ adjusting to a new place (making friends, finding a place to live, living in a city, etc.)

___ transportation

___ passing the entry tests

___ filling out the application

___ deciding what school to attend

___ parents don't agree with me

___ other: _____

_____

**C. ___ I plan on getting an apprenticeship:**

1. Name of trade _____

2. Have you talked to anyone who has done this type of work?

   yes or no

3. What have you done toward getting this apprenticeship? (taken the tests, name on waiting list, etc.)

   _____

   _____

4. What do you think your chances are of getting the apprenticeship?

   very good pretty good not so good

**D. ___ I plan on entering the military:**

1. Branch _____

2. Have you talked to a representative of this branch of the armed services? yes or no

3. Have you talked with anyone else in your age group who has entered this branch of the service?

   yes or no

4. What have you done so far about enlisting? _____

   _____

**E. ___ I plan on marrying shortly after high school:**

1. Have you and your future mate discussed your individual roles and responsibilities?

   yes or no

2. What roles/responsibilities will you have?

   _____

3. How have you prepared yourself for these roles/responsibilities?

   _____

4. What will be your source of income? _____

**F. ___ I plan on doing some volunteer or civic activities:**

1. What will you be doing? _____

2. Have you ever done this in the past or are you doing this now?

   yes or no

3. Have you ever talked with anyone else who has done this?

yes or no

**G. ___ I plan on spending more time on the following hobbies or outside interests:**

_____

_____

_____

**H. ___ I plan on traveling for a while:**

_____

_____

_____

How sure are you of your plans for next year? _____

_____

_____

How might these plans change? _____

_____

_____

What would you do if your plans didn't work out? _____

_____

_____

Adapted from *Transitional Placement in the Rural School: Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools* (Kosmo and Hartz, 1976).

## GROUP ACTIVITY

**Outline the types of information required for an ideal record-keeping system.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain to participants that the purpose of this activity is to conceptualize the types of information needed to operate a placement and referral service. | Refer to reading, noting two categories of forms--resource forms and client forms. |
| 2. Indicate to participants that this activity will require that they work individually and in small groups. | |
| 3. Have participants review the reading for Competency 6 on page 14. | |
| B. Process | |
| 1. Ask participants to individually list the types of information they need about both their clients and the resource agencies with which they cooperate. | |
| 2. Have participants list types of information that they need to communicate to both clients and resource agencies in the process of placement referral, e.g., notifications, letters of introduction, etc. | |
| 3. Divide participants into two groups and have each group determine the information needs as viewed by the total group. | To aid in reaching consensus, each suggestion should be supported by a rationale. Allow twenty to thirty minutes for this process. |
| 4. Have each group present their ideal record-keeping system, inviting others to challenge the information needs presented. | |
| 5. Invite participants to share ideas of changes they may make in their own work settings. | |

# NOTES

# Learning Experience 7

## Monitoring Progress

### OVERVIEW

| | |
|---|---|
| **COMPETENCY** | Establish and maintain a close working relationship with each placement and referral resource to monitor clients' progress and to assess the effectiveness of the resource. |
| **READING** | Read Competency 7 on page 15. |
| **INDIVIDUAL LEARNING OBJECTIVE** | List questions which you would ask an employer when monitoring the progress of a client. |
| **INDIVIDUAL ACTIVITY** | Write questions to be used when interviewing employers of your clients. |
| **INDIVIDUAL FEEDBACK** | Compare your questions to ideas provided. |
| **GROUP LEARNING OBJECTIVE** | List characteristics of a productive working relationship between employers and placement and referral personnel. |
| **GROUP ACTIVITY** | Share with the group examples of successful working relationships between agency staff and employers. |

## INDIVIDUAL ACTIVITY

**Write questions to be used when interviewing employers of your clients.**

In this activity you are a placement and referral coordinator who is preparing to meet with clients' employers to determine the success of the placements. After you complete the reading for Competency 7 on page 15, develop a basic list of questions that you would ask an employer.

## INDIVIDUAL FEEDBACK

**Compare your questions to the ideas provided below.**

Do your questions include the following areas:

| Yes | No | |
|---|---|---|
| ___ | ___ | 1. Readiness of client to assume the job |
| ___ | ___ | 2. Compatibility of client's skills and interests with the job |
| ___ | ___ | 3. Ability of client to perform the job |
| ___ | ___ | 4. Ability of client to work with peers |
| ___ | ___ | 5. Ability of client to work with supervisors |
| ___ | ___ | 6. Suggestions from employer to improve placement and referral services |
| ___ | ___ | 7. Interest from employer in hiring additional clients |

## GROUP ACTIVITY

**Share with the group examples of successful working relationships between agency staff and employers.**

**Note:** The following outline is to be used by the workshop facilitator.

| Facilitator's Outline | Notes |
|---|---|
| A. Starting Point | |
| 1. Explain to participants that this activity is designed to glean ideas from successful experiences that each of them has had in working with agency-employer projects. | Check to see how many have worked as placement and referral personnel. Find out settings in which others have worked with employers--e.g., career education programs. Their experiences are equally important. |
| 2. Indicate that the group will draw generalizations from actual experiences, the result being a list of characteristics of successful agency-employer working relationships. | |

| Facilitator's Outline | Notes |
|---|---|
| 3. Have participants review the reading for Competency 7 on page 15. | |
| B. Process | |
| 1. Ask participants to think of a "success story" that they are willing to share regarding developing and maintaining an effective working relationship with community/employer representatives outside their agencies. | |
| 2. Ask participants to pair up and share their experiences with the other person. | |
| 3. Ask each pair to list, from the "success" experiences, some characteristics of effective working relationships that would be applicable in all settings. | |
| 4. Reconvene the total group and invite two or three persons to share their stories with the total group. | |
| 5. Have the group suggest characteristics that would apply to other settings. | Write list on flip chart or chalkboard |
| 6. Invite participants to suggest other characteristics that were identified in the small groups. | |
| 7. If time permits, invite someone to share a "failure story" and have participants use the "success criteria" to suggest what caused the problems. | |

# EVALUATION

## PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

**Agency Setting** (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

| Workshop Topics | PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic) | | | | | POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic) | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | None | Slight | Some | Much | Very Much | Not Taught | Little | Some | Good | Outstanding |
| 1. Outlining tasks and responsibilities of placement and referral personnel. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 2. Describing processes for obtaining administrative support for a placement and referral program component | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 3. Listing possible resource persons and agencies for your placement and referral effort. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 4. Conducting information interviews with potential resources. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 5. Listing questions to be used in a client needs instrument. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 6. Identifying specific questions to ask clients in order to obtain more information about their needs. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 7. Outlining possible workshop content areas for your clients. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 8. Listing jobs tasks of placement and referral coordinators that could be self-placement competencies of clients. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 9. Listing types of services needed by your agency and naming potential resources. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 10. Surveying staff regarding their profession needs in serving as referral resources. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |

| | None | Slight | Some | Much | Very Much | Not Taught | Little | Some | Good | Outstanding |
|---|---|---|---|---|---|---|---|---|---|---|
| 11. Listing types of information to be gathered from clients for a record-keeping system. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 12. Listing types of forms needed for your record-keeping system and explaining the rationale for each. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 13. Listing questions to ask an employer when monitoring a client's progress. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| 14. Listing characteristics of productive working relationships between employers and placement and referral personnel. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| **Overall Assessment on Topic of** Placement and Referral | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |

**Comments:**

## Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

*Participant Characteristics*

Number in Group _____ Number of Males _____ Number of Females _____

*Distribution by Position*

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

## PART I

**WORKSHOP CHARACTERISTICS—Instructions:** Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

## PART II

**WORKSHOP IMPACT—Instructions:** Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

| | Group's Degree of Mastery | | | | |
|---|---|---|---|---|---|
| | Not Taught | Little (25% or less) | Some (26%-50%) | Good (51%-75%) | Outstanding (over 75%) |
| | Note: Circle the number that best reflects your opinion of group mastery. | | | | |
| **Learning Experience 1** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 2** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 3** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 4** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 5** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 6** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |
| **Learning Experience 7** | | | | | |
| Group | 0 | 1 | 2 | 3 | 4 |
| Individual | 0 | 1 | 2 | 3 | 4 |

**Code:**

**Little:** With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

**Some:** With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

**Good:** With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

**Outstanding:** If more than 75% of learners mastered the content as expected

## PART III

**SUMMARY DATA SHEET—Instructions:** In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

| GROUP | | INDIVIDUAL | |
|---|---|---|---|
| Learning Experience | | Learning Experience | |
| 1 = score (1-4) | _____ | 1 = score (1-4) | _____ |
| 2 = score (1-4) | _____ | 2 = score (1-4) | _____ |
| 3 = score (1-4) | _____ | 3 = score (1-4) | _____ |
| 4 = score (1-4) | _____ | 4 = score (1-4) | _____ |
| 5 = score (1-4) | _____ | 5 = score (1-4) | _____ |
| 6 = score (1-4) | _____ | 6 = score (1-4) | _____ |
| 7 = score (1-4) | _____ | 7 = score (1-4) | _____ |
| Total (add up) | _____ | Total (add up) | _____ |

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

# NOTES

# Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Conduct Placement and Referral Activities*

Module Number: CG C-10

| Group Learning Activity | Performance Indicators to Be Used for Learner Assessment |
|---|---|
| Group Activity Number 1:<br>Brainstorm and present ways to obtain administrative support for a placement and referral service. | 1. Participants can list reason for establishing placement and referral services such as--<br>• high demand by clients,<br>• high community unemployment rate, and<br>• agency responsibility.<br>2. Do participants see the importance of the presentation of ideas as well as content? |
| Group Activity Number 2:<br>Role play interview situations. | 1. Participants can list questions to be asked of resource persons regarding--<br>• job availability,<br>• job requirements,<br>• training opportunities, and<br>• salary.<br>2. Are participants skilled in providing constructive feedback? |
| Group Activity Number 3:<br>React to and discuss a series of client placement problems. | 1. Participants can list the types of basic information they need about their clients including--<br>• interests,<br>• abilities,<br>• job-seeking skills,<br>• job-holding skills, and<br>• job-changing skills.<br>2. Can participants identify how their values affect their communication with clients? |
| Group Activity Number 4:<br>Analyze traditional placement and referral coordinator job duties to determine which could be performed by clients themselves. | 1. Participants can list job placement activities which can be performed by clients such as--<br>• setting appointments for interviews, and<br>• following-up with potential employers.<br>2. Can participants name placement activities that cannot be performed by clients? |

| | |
|---|---|
| Group Activity Number 5<br><br>Develop a needs assessment instrument. | 1. Participants generate questions which--<br>• focus on professional needs of staff, and<br>• focus on services deemed appropriate for a referral program.<br>2. Do participants write their question so that responses will provide them with quality information? |
| Group Activity Number 6<br><br>Outline types of information required for an ideal record-keeping system. | 1. Participants should be able to list types of material included in both--<br>• resource forms, and<br>• client forms<br>2. Can participants identify forms currently used that should be deleted? |
| Group Activity Number 7<br><br>Discuss examples of successful working relationships between agency staff and employers. | 1. Participants can list characteristics of effective working relationships such as--<br>• openness to feedback,<br>• carrying out commitments, and<br>• soliciting help and advice.<br>2. Can participants identify actual changes they have made in their programs as a result of employer feedback? |

# REFERENCES


Bolles, Richard Nelson. *What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers*. Berkely, CA: Ten Speed Press, 1977.

Fielding, Joyce, and Fielding, Marvin. *Conducting Job Development Programs*. Palo Alto, CA: American Institutes for Research, 1978.

Fielding, Joyce, and Fielding, Marvin. *Conducting Job Placement Programs*. Palo Alto, CA: American Institutes for Research, 1978.

Hartz, John D., and Kosmo, Susan J. *An Individualized Approach to Career Counseling and Career Placement*. Madison: Wisconsin Vocational Studies Center, 1977.

Kosmo, Susan J., and Hartz, John D. *Transitional Placement in the Rural School: Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools*. Madison: Wisconsin Vocational Studies Center, 1976.

National Association for Industry Education Cooperation. *Placement Services: A Training Manual*. Washington, DC: National Advisory Council on Vocational Education, 1975.

Novak, Jan L., and Hammerstrom, Wayne A. *Desk Reference. Techniques and Procedures for Facilitating Career Counseling and Placement*. Madison: Wisconsin Vocational Studies Center, 1977.

Shippen, Samuel Joseph, and Wasil, Raymond A. *Placement and Follow-Up*. Lexington, MA: Xerox Individualized Publishing, 1977.

Strong, Merle E., Boss, Richard E., Kosmo, Susan J., Nelson, Eugene S., and Hammerstrom, Wayne A. *Review and Synthesis of Job Placement Literature*. Madison, Wisconsin: Center for Studies in Vocational and Technical Education, 1975.


# ADDITIONAL RESOURCES

The following materials can provide you with additional information as you plan your placement and referral services.

Hartz, John D., and Kosmo, Susan J. *An Individualized Approach to Career Counseling and Career Placement*. Career Guidance, Counseling, Placement and Follow-Through Program for Rural Schools. The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210, 1977.

The purpose of this document is to present background information for those persons interested in developing career counseling and transitional placement programs. Although designed for use in rural schools, the concepts and suggestions can be used in any setting. A unique aspect of the document is its emphasis on the self-sufficiency needed by the client in the placement process.

Fielding, Joyce, and Fielding, Marvin. *Conducting Job Placement Programs*. National Consortium on Competency-Based Staff Development, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302, 1978.

This module is designed to aid the reader in developing job placement services in a school setting. Activities within the module make it usable as a self-instructional tool as well as one that can be used within a group. It is both comprehensive and easy-to-read and should be of assistance to anyone designing a job placement program.

*Finding Your First Job*. Houghton Mifflin, 1900 S. Batavia Ave., Geneva, IL 60134, 1975.

This booklet deals with aspects of job hunting from the standpoint of the teenager seeking a first full-time job. It describes employment trends expected throughout the 70's, various methods of job entry (apprenticeships, on-the-job training, etc.), and basic information that any job seeker should

should have (social security, child labor laws, etc.). It discusses effective job hunting practices in detail--how to locate jobs, how to write resumes, how to get the most out of an interview, etc. It offers suggestions on deciding which job to accept and recommends ways of getting off to a good start and progressing on a new job. The package includes a leader's guide and a student workbook. It can be used for self study by students or provide group experience in working toward a common goal of gainful employment. Topics covered include: Careers for the Future; Types of Jobs to Look For; Getting Ready to Look; Filling Out the Forms; How to Find Out About Jobs; The Interview; Deciding Which Job to Take; Getting Along on the Job; and Where Do You Go from Here. The leader's guide has suggested materials and resources that can be used to set up situations and develop motivation.

*Flight Plan: Toward a Career Choice--School and Community as Co-Pilots of Career Education.* Akron, OH Public Schools, 1977. 217 pages.

The aim of this manual is to help educators implement or expand collaborative community programs in career education. The manual covers topics such as determining whether local conditions are favorable for collaborative efforts, selecting, engaging, and training school and community personnel in determining program goals and activities, and evaluating the program. Utilization of local and national resources, parent involvement, and student placement are also discussed. Examples in the manual are taken largely from the experiences of the Akron school system in developing this system's collaborative career education activities with the community. The book should, however, be generalizable to other school systems.

*Job Placement.* Georgia Department of Education, Atlanta, GA, 1978. 40 pages.

This concise manual deals directly with placement services for those ages 14 to 21 (in or out of school). It was compiled by the Atlanta Public Schools and is directed to school systems initiating a job placement program. "Planning and Management" covers administration, organization, development of objectives, advisory committee, operational decisions, and the relationship of vocational personnel to the placement program. "Student Development" deals with students' needs and assessment of their strengths, developing job seeking and job holding skills, and development of the disadvantaged and handicapped. "Job Development" involves compiling employer lists, surveying employers, and community relations. "Central Record System" describes the organization and maintenance of records and provides samples. "Follow-Up and Follow-Through" outlines the supporting factors required at various stages of the program and the steps needed to obtain feedback information from a follow-up study.

*Placement Services: A Training Manual.* National Association for Industry Education Cooperation in cooperation with the National Advisory Council on Vocational Education, 1000 16th Street, N.W., Suite 200, Washington, DC 20036, 1975. 224 pages.

This manual is designed to be used in a workshop format to prepare educators to plan, organize, or direct comprehensive school-based job placement service programs. The manual is organized into twelve chapters, divided into three major sections: Basic Foundations, Organizing the Community, Operations and Management. At the end of each chapter, suggested learning activities are provided which should enable workshop participants to develop a tentative work plan and model for their own programs. References and suggestions for additional reading and useful appendices are also provided. The manual is a self-contained instructional package. The workshop leader does not have to be a specialist in job placement, but instead must act as organizer, planner, and discussion leader.

# KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

**The National Center for Research in Vocational Education**

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

**American Institutes for Research**

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

**University of Missouri-Columbia**

Norman C. Gysbers ..... Project Director

**American Association for Counseling and Development**

Jane Howard Jasper ..... Former Project Director

**American Vocational Association**

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

**U.S. Department of Education, Office of Adult and Vocational Education**

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
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## Competency-Based Career Guidance Modules

**CATEGORY A: GUIDANCE PROGRAM PLANNING**
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Philosophy
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

**CATEGORY B: SUPPORTING**
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

**CATEGORY C: IMPLEMENTING**
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

**CATEGORY D: OPERATING**
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

**CATEGORY E: EVALUATING**
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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